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ABSTRACT

This document contains five middle school lesson plans that teach about East Asia, focusing on Japan, China, and Korea. Lessons deal with geography, history, cultural comparisons, and trade relations. Lesson plans include background information, materials needed, extension and enrichment ideas, a lesson script, a rubric, a list of resources, and blackline masters for students. (RJC)

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Lesson Plans Contributed at the 1998 East Asian Studies Center Summer Workshop

"Teaching East Asia in Middle Schools"

SO 029 805

Distributed by

East Asian Studies Center

Indiana University

1999

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These lesson plans were developed by middle level teachers who participated in EASC's 1998 summer workshop on Teaching East Asia.

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Indiana University

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Chinese Shadow Puppet Play

Provided by: Connie McKinley
North Harrrison Middle School
New Albany, IN

Country/Region: China

Purpose:
Students will experience through role-play the art of shadow puppetry and will appreciate the role of oral traditions in Chinese history.

Theme:
Aesthetic, Celebrations, and Values

Theme Statement:
All people need things of beauty, times of leisure and celebration, and a sense of values and service in their lives.

Related Themes:
PPE, CCC, USGC

Values:
Cooperation, understanding and tolerance of differences, appreciation of cultural aesthetics, appreciation of traditions

Skills:
Organizing, constructing, performing, speaking, using the writing process

Concepts:
Elements of Story: Plot, Characterization, Conflict, Sequencing, Comprehension, Vocabulary, Spelling, and Writing Process

Suggested Time:
2-5 One hour sessions

Subject Area Integration:
Social Studies, Art, Geography, Math

Adaptable Levels:
Grades four and up

Teacher Background:

According to legend, shadow theater originated in China in 121 B.C. when Wu Di, an emperor of the Han Dynasty, was grieving over the death of his favorite concubine. A Taoist priest, wishing to ease the Emperor's grief, used a shadow to evoke a likeness of the woman. The Emperor was so taken with the moving image that he thought his love had come back to life.

A performing troupe normally consisted of puppeteers, blind musicians who played stringed instruments and bamboo flutes, singers and percussion musicians with a variety of drums, cymbals, and gongs. Musical accompaniment and sound effects highlighted the action of a play. A troupe traveling from village to village might be comprised of a family whose different members doubled up in the roles.

In the 19th century, people such of Jacob and Wilhelm Grimm recorded many European folktales. The pioneer in collecting Chinese folklore is Wolfram Eberhard, who collected and analyzed thousands of stories. Some of them, such as Cinderella or Yeh Shen, appear in both western and Chinese versions. The parallel Chinese story of Yeh Shen was first recorded during the Tang Dynasty (618-907 a.d.) while the earliest known western version of the Cinderella story is an Italian tale dating to 1634. There is also a Native American version of the Cinderella story in William Bennett's Children's Book of Virtues that could be used to provide students with another cultural comparison.

During the Chinese civil war in 1949 and the era of establishing a Communist government, the Communist leaders made extensive use of folklore in the form of puppetry and songs to introduce their message into the largely illiterate populace of China.

Materials Needed:

1. Several copies of different Chinese folktales to read to children (see reference section).
2. Patterns for puppets (included).
3. Materials for making puppets:
    - Tracing paper
    - Heavy paper or cardboard
    - Pencil
    - Scissors
    - Paper Punch
    - Tape
    - Paper Fasteners, 1/4" long
    - Crayons
    - Markers, Colored Pencils
    - Chopsticks
4. Materials for making puppet stage:
    - Two chairs of equal height
    - One white cloth or sheet
    - 2 Clamp-On reading or work lights with 100 watt bulbs.

    As an alternative, use overhead projector.
5. List of Chinese proverbs
6. Video entitled "To Live" (optional)
7. Chinese flute music (for background sound)

Extension/Enrichment:

This lesson could be used as a whole class activity, a choice for project work, or as a learning center activity. The characters used are characters from the Chinese calendar.

Initiation:

If possible, bring in a puppet troupe to present a shadow puppet show for the students. If not available, then show clips of previewed video entitled "To Live," which demonstrate an authentic version of the Chinese puppet show.

Data Collection:

1. Have students research the origins and history of puppetry as a part of a unit on China. If Internet access is available, have students conduct a search for possible resources and ideas.

2. Read as many Chinese folktales aloud to the class as possible to familiarize students with the popular Chinese characters and their personalities.

3. Have students discover what Chinese animal sign they were born under and relate to them what personality traits correspond with their animal. (Chinese calendar included) (These traits will be used later when writing dialogue.)

Procedure:

1. Group students into groups of six to twelve students. Students will choose which animal(s) from the calendar to portray in a shadow puppet play. Parts will be needed for puppet manipulation, sounds, voices, and a music coordinator.

2. Hand out a list of Chinese Proverbs. Have students choose the one they like the best.

3. Using the storyboard (included), have students work cooperatively to write a shadow puppet script using at least three characters from the Chinese calendar that incorporate the following elements:

a. dialogue
b. a potrayal of the Proverb that was chosen
c. script includes the elements of sequence, plot, conflict, and resolution

4. Students will construct puppets using materials provided.

5. Students will practice and refine their performances, adding sounds, voices, and music.

Extension:

Students will perform the puppet show for the class and/or other classes.

Assessment of Achievement

Develop a rubric with students for assessment. For example:

Neatness	5 pts
Group cooperation	25 pts
Writing process (Includes idea map, rough draft, final copy of script)	30 pts
Script teaches the Chinese proverb	20 pts
Performance	20 pts
Total Possible Points	**100 pts**
Total Points Received	_____

Alternatives

Have students perform a folktale already broken down into dialogue, such as The Rooster's Horns by Ed Young and Hilary Beckett, adapted for Reader's Theater by Janet B. Graves.

References & Recommended Resources

1. Adventures of the Monkey King, adapted by Tang Cheng. Beijing: Foreign Languages Press, 1979. Based on the cartoon "Havoc in Heaven."

2. China, A Book of Activities, Olympia, Washington: Superintendent of Public Instruction

3. China Mosaic: Multidisciplinary Units for the Middle Grades, by Judith Billings, State Superintendent of Public Instruction, Old Capital Building, P.O. Box 47200, Olympia, WA 98504-7200

4. Favorite Children's Stories from China, Beijing: Foreign Languages Press, 1983. Chapter entitled "Pigsy Learns a Lesson."

5. Folktales of China, edited by Wolfram Eberhard. Chicago: University of Chicago Press, 1965.

6. Lon Po Po: A Red Riding Story from China, by Ed Young

7. Old Tales of China, by Li Nianpei. Beijing: China Travel and Tourism Press, 1985

8. Reader's Theater: Story Dramatization in the Classroom, by Shirlee Sloyer, New Hampshire Council of Teachers of English, 1982.

9. The Dragon Kite, by Nancy Luenn

10. The Emperor and the Kite, by Jane Yolen with Ed Young

11. The Foolish Old Man Who Moved Mountains, by Maire-Louise Gebhardt, New York: Friendship Press, 1969.

12. The Rooster's Horns, by Ed Young with Hilary Beckett

13. Yeh Shen: A Cinderella Story from China, by Ai-Lang Louie

STORYBOARD

Chinese Proverb:_____

Members of Group:_____

Plot (sequence)	*Conflict happenings*	*Characters*	*Props needed*	*Sounds needed*

Latitude/Longitude Bingo

Provided by: Carol Kirsch
Westview Jr.-Sr. High School
Topeka, IN 46571

Purpose of the Lesson:
Students will reinforce map reading skills

Theme for Major Focus:
People, Places, and Environment (PPE)

Theme Statement:
Humans create spatial views and geographic perspectives of the world to make informed and critical decisions about relationships.

Suggested Time:
One 40 minute class period

Materials needed:
Blank bingo cards for each student
1 classroom set of atlases

Procedure

Initiation
(Inquiry/Preview/Involvement)
1. Ask students random questions such as which city is further south, Tokyo or Indianapolis.

Developmental
(Data Collection/Organization/Instruction/Invention)
2. Write on the chalkboard a list of approximately 30 cities.

3. Students write any 24 of the cities on their bingo cards.

4. The teacher calls out latitude and longitudinal coordinates of one of the listed locations. Using the atlases, students look up which city is located at that coordinate. If the city is on their card, they mark the appropriate square.

Extension/Enrichment
(Idea Articulation/Ownership/Experimentation)
In advance, students compile a list of thirty different cities with their coordinates that can be used in the game. Require students to select no more than six cities from any one continent.

Assessment of Achievement
(Performance-based/Cooperative/Continuous)
The first student to successfully mark a complete row on his card wins the game.

Alternatives: Variations of the game can be played with the teacher naming a country while the students' bingo cards have corresponding capitals.

Summary Information
Adaptable Levels: Grades 5 –12
Value: Fair play
Skill: Map reading

Tomatoes for Toyotas

Provided by: Becky Hodgin
Northbrook Jr. High
Northbrook, Illinois 60062

Region: East Asia (specifically Japan)

Purpose:
To enable students to grow in their awareness of our country's trade relations with East Asia with specific emphasis on Japan.

Theme Statement
Technology, Production, Distribution and Consumption (TPDC): Decisions revolving around exchange and economic policies, production, distribution, consumption, and technology (along with being) are global in scope.

Suggested Time:
5-forty minute periods

Key Vocabulary & Concepts:
Trade-to engage in the exchange of goods for the purpose of sale
International trading partner-a foreign country with which one buys and sells goods
Commodity-an economic good to be purchased or sold
Export-a commodity sent from one country or region to another for purposes of sale
Import-a commodity brought from one country or region to another for purposes of sale
Economy-the structure of production, distribution, and consumption of commodities in a country

Materials Needed:
"Using Japanese Numbers"
"A Yen to Spend "
"Made in Japan"
"Tomatoes for "Toyotas Family Survey"
18 "Tomatoes for Toyotas Bar Graph Sheet"
graph paper
unlined white paper
calligraphy pens or brushes and watercolors
scrap wood blocks
sandpaper
a current newspaper
magazine/catalog ads (with prices)
colored markers

Background Information:
Teachers are encouraged to familiarize themselves with simple calligraphy strokes before Day 1. In addition, the teacher may want to become familiar with background information related to the Japanese Yen.

Initiation (Inquiry, Preview, Involvement)

Day 1.

Distribute necessary handouts before activities begin. Refer to student handouts in "Materials Needed" above.

1. On a poster or on the board, write the Japanese numbers from 0 to10. Have students speculate what these symbols represent.
2. After students have had a chance to guess, count the numbers from 0 to10 in Japanese. Use the hand method common to Japanese students. (Make a fist with the thumb tucked inside the fingers, palm facing towards class. Begin numbering zero and raise the little finger when you say number 1. Continue through number 10.) Practice this oral exercise until someone thinks that he/she can do it from memory.
3. Allow students to complete the "Using Japanese Numbers" in class and share some of their "special" numbers in a guessing game at the board.
4. Pass out unlined white paper and pens, or brushes and watercolors.
5. Demonstrate the calligraphy strokes for the numbers and allow students to practice on their own.

Day 2.

6. Review the numbering and the calligraphy strokes. Allow students to share their efforts from the previous day. Teacher may want to display some of the practice efforts.
7. Pass out wood blocks (may be scrap pieces from the industrial arts class) and sand paper. Tell the students they are going to paint a significant, personal number on this block. It might be used as a paper weight or decoration, etc. Display in the classroom.

Development (Instruction, Data Collection, Organization)

Day 3.

8. Teacher may bring to class a collection of Japanese items with price tags attached, or he/she may solely use "A Yen to Spend". After some background information on the Yen, ask students where they might find the daily rate of exchange. Choose a student to find the information in the daily paper.
9. Once the rate of exchange has been located, students can pair and begin determining the cost of specific items. If the "A Yen to Spend" is used, have students answer the questions at the bottom individually and then share with the whole class.
10. Distribute ads from catalogs/magazines. Students practice their math skills by converting the cost of the items to Yen. Share some findings.
11. Students itemize how much they believe they spend on a typical weekend. Students list as many activities and expenditures as they would normally experience in a two day period. In the next column the American cost is listed. In the next column is the conversion in Yen. Lastly students should indicate whether or not they would purchase each item if living in Japan. Answer these questions: Would a student living in Japan be able to buy as much with his/her allowance as an American student in the US?
    What observations can you make about the difference in prices between Japan and the US?

Day 4.

12. Ask students what they know about the Japanese economy. Brainstorm ideas on the board.
13. Distribute "Made in Japan" and "Tomatoes for Toyotas Family Survey". Read and discuss thoroughly. Students could estimate the actual cost of each item on the survey both in dollars and yen. Assign students the task of collecting data, drawing a graph representing their findings, and stating their conclusions in writing.

Day 5.
14. One student tallies the results of the surveys of the entire class on the overhead transparency.
15. Eighteen other students complete one item each on "Tomatoes for Toyotas Bar Graph Sheet" using colored markers and draw a conclusion in the box at the bottom of the graph. When all are completed and posted, the class makes observations about US trade with East Asian nations (China, Japan, Korea, and Taiwan).

Which country manufactured the largest number of products used by the class?
Which country manufactured the smallest number of products used by the class?
What contributes to the decision to buy certain products?
Which totals were surprising?
What do you observe about Americans purchasing choices?

Extension/Enrichment (Idea Articulation, Ownership, Experimentation)
16. Using a world almanac or current World Population Data Sheet, students chart the number of cars in relationship to the population of each of the four East Asian countries.
17. Identify local products which may be exported to these countries.
18. Conduct a community survey of car types. Count the number of East Asian cars and American cars at four busy intersections in your community. Average the findings and make observations about the buying practices of the citizens.
19. Visit a local foreign car dealership and find out how personnel are trained to market and maintain foreign vehicles. Find out what techniques are successful in promoting foreign cars over American cars. Do the same for an American car dealership selling comparable cars. Report your findings.
20. Interview the owner of a car manufactured in one of the four East Asian countries. Report on his attitudes about the purchase and subsequent ownership of the vehicle.
21. Number 5 could be done with any of the items in the family survey.

Assessment of Achievement
Students should have completed four specific tasks: a block using Japanese numbers, an itemized accounting of spending for one weekend with key observations, a personal family survey, and a paragraph which answers key questions concerning the family survey. Each student is given five points upon appropriate completion of each task: neatness in painting Japanese numbers, detailed listing of expenditures and accuracy in conversion, completion of the family survey, completion of written observation on family graph with attention to clarity and mechanics.

Key Questions
1. What is significant about the international trade relations between the US and the four East Asian countries?
2. What observations can you make about the buying habits of the American consumer?
3. How does the American consumer affect the economy of these countries?
4. What is the value in international trade?

Alternatives
Before the lesson on Japanese economics, the teacher could hold up pictures or silhouettes of each of the items on the family survey and elicit impressions from the class as to their significance in a geography or world cultures class.
References & Recommended Resources

Summary Information
Adaptable Levels: Grades 6 - 8
Related Themes:
Values: Understanding, appreciation, cooperation.
Skills: Synthesizing, graphing, clarity in writing, mechanics in writing, paragraphing
Integration: math, language arts, art

Weddings Around the World

Provided by: Carol Kirsch
Westview Jr.-Sr. High School
Topeka, IN 46571

Purpose:
Students will become aware of the similarities and differences of weddings in China, Japan, Korea, and Taiwan.

Suggested Time:
4 days

Materials Needed:
Internet access
Optional: Resources books such as *Facts about Korea* (Samhua Printing Co., 1997).
Costumes and props from the school drama department
Several yards of silk-like cloth to adorn the brides.

Procedure:

Initiation (Inquiry/Preview/Involvement): Ask students to have their parents describe to them their wedding in preparation for Day #1 of this unit.

Day #1

1. Ask students to describe their parents' wedding, or weddings they have seen themselves.

2. Have students identify features that are common to many American weddings. Make a list on the chalkboard or chart on paper (to be retained for later reference) as the students respond (ie, throwing the bouquet, rice, a wedding cake).

3. Brainstorm the significance of some of the listed features.

Developmental (Data Collection/Organization/Instruction/Invention):

4. Divide the class into small groups and assign each group a country for which the group must research that nation's traditional wedding ceremonies. (Optional: Have available any pertinent resources for student use.)

Day #2

5. Students access the internet for information on their topics. An excellent web site is ww.weddingsnet.cim.hk/tradition. Another helpful source is askasia.org (See examples from both sites following this lesson plan.

Day #3

6. Schedule a small group work day as each small group plans how to explain and then act out for the class a wedding that would be typical to their country.

Extension/Enrichment (Idea Articulation/Ownership/Experimentation):

Day #4

7. Students describe the typical wedding of their country to the class, and then re-enact one. Every small group member must have an active role in the presentation (bride, groom, parents of the couple, attendees, and friends witnessing and celebrating the wedding).

Assessment of Achievement (Performance-based/Cooperative/Continuous): Students will be assessed as to how well they articulate the wedding customs of their assigned country. Peers will evaluate each other's demonstrations with 4 points = a meaningful depiction of the ceremony; 3 points = a commendable depiction of the ceremony; 2 points = polish needed; 1 point = a substandard depiction of the ceremony; and 0 points = unsatisfactory or lacking.

In addition, within the small group, each member will evaluate each other's work on a four point scale on the following qualities: Contributes to the research, suggests appropriate ideas for the dramatization; listens to others, and is prepared for the presentation.

Key Questions: How are wedding ceremonies in China, Japan, Korea, and Taiwan similar? How are they different? Why are they different? From where do you think these customs may have originated?

Alternatives: Students may make a written report, story, or poem about a traditional wedding in an Asian country.

References & Recommended Resources: www.weddingsnet.com.hk/tradition
www.askasia.org
Additional resources for teachers listed on following background page

Summary Information
Adaptable Levels: Grades 5 – 12
Related Themes: CCC/PPE
Values: Appreciation and respect of differences
Skills: Researching, Organizing, Play acting, and Comparing
Integration: Computer skills, English, and Drama

Background

In China the minimum legal age for marriage is 20 for women and 22 for men. Nearly a third of the couples in China co-habit without being legally married. The bride's parents often demand gifts and money for their daughter's betrothal. In rural areas it is customary for the newly married couple to move in with the husband's family. (Neft 244)

Japanese weddings were traditionally pre-arranged since it was thought elders were better able to select one's lifelong partner. One third of the weddings today are pre-arranged with matchmakers to help introduce the two people to each other. The matchmaker's skills are sought because of the young people's busy schedules. Weddings are performed in a Shinto style ceremony with the groom's family paying the cost. (Neft 345)

It is common for wealthy families in Korea to pay huge fees to professional matchmakers known as Madame Ttu (Madame Procuress). Families with lesser means often turn to amateur matchmakers to bring about a formal introduction of the young man and woman. Strong distinctions are made between "love marriages" and "match made". (Cohen 174-5)

On the average, men in Taiwan marry women ten to twenty years younger than themselves. A substantial number of Taiwanese men look to mainland China for brides believing women on the mainland are more servile. Such couples usually have an extremely short courtship resulting in what is known as an "instant marriage." (Ogden 209)

Cohen, Myron L. editor, *Asia in the Core Curriculum: Case Studies in the Social Sciences.* M.E. Sharpe: New York, 1992.

Neft, Naomi and Levine, Ann D. *Where Women Stand.* Random House: New York, 1998.

Ogden, Dr. Suzanne. *Global Studies: China.* Dushkin Publishing: Guilford, CT, 1993.

Other possible sources:

Ebrey, Patricia Buckley. *Chinese Civilization and Society.* Macmillon Publishing: New York, 1981.

Pruitt, Ida. *A Daughter of Han.* Stanford University Press: Stanford, CA. 1995.

Taming the Mighty Dragon

Provided by: Taryl Bockelman
Southeast Jr. High
2501 Bradford Drive
Iowa City, IA

Country/Region: China

Purpose:
Students will incorporate the five themes of geography to study the Yangtze river region and analyze the possible effects of the three rivers gorge damn project on this area.

Skills:
Absolute and relative location, reading charts and graphs, sequencing, analyzing human/environmental interaction

Concepts:
Latitude and Longitude, Cardinal and intermediate directions, research analysis, debate and argument

Suggested time:
2-4 hours

Subject area integration:
Language Arts, Math

Top Secret Briefing Notes

The Yangtze (yang-see) is the longest river in Asia. The Chinese refer to it as Chang Jiang or Long River. It is also called the mighty dragon. To many Chinese the dragon has long symbolized a god of water. Many Chinese farmers believed dragons or water gods controlled rainfall, while herders prayed to the same gods while searching for lakes or rivers to water their animals.

The mighty Yangtrze begins high in the mountains near the eastern edge of Tibet and empties into the East China Sea nearly 3400 miles to the east. It drains nearly 750,000 square miles of the Yangtze river basin where 70% of China's rice is grown. Its waters irrigate the mighty Sichuan basin,which is responsible for feeding nearly half of China's population. But along with the tremendous ability to bring life to those in its path comes the Yangtze's fury as it often rises above its banks. In this century alone, flooding has taken the lives of nearly a half million people in its reach.

The Yangtze is the busiest waterway in Asia, with nearly 75% of China's water trade traveling its path. It is also the proposed site of the largest dam the world has ever seen. The Three Rivers Gorge Dam project scheduled to be completed in 2009, would produce the equivalent of 12 nuclear power plants. The cost to the environment of such a project is the subject of a heated debate.

INSTRUCTIONS

As part of the Three Rivers Environmental research team it is your job float the entire length of this dangerous river keeing a detailed log of your findings. As always should you or any of your team be caught, this office will disavow any knowledge of your mission. Your team has been assigned to chart the mighty Yantze River, navigating its treacherous path. Because the upper reaches of the river are so dangerous, you call in your coordinates and departure time as well as logging your exact location in the journal you carry with you.

- Latitude_____(1) Longitude_____(2)

  Province_____(3) Distance from Shanghai_____(4)
  (As the crow flies)

- As you consult your briefing notes you notice that your trip on the river will be nearly _____ (5) as long as your earlier straight line calculations. How does this compare with the worlds longest river?
- (6)_____
  _____
  _____ _____

With your raft in the headwaters of the mighty dragon you begin your dangerous journey as the river drops violently through the narrow gorges. For nearly 1900 miles it will continue its descent at a rate as fast as the Colorado River rumbles through the grand canyon. Using your topographic cross section map, record the overall drop of the Yangtze from origin to sea level.

- _____(7)

- As you continue on, you travel the southern border of the _____(8)province between 98 and 105 east longitude. Record its capitol for future reference._____(9) This province is known as the breadbasket of China,producing over 10% of China's grain and soybeans. It also has great mineral resources. Record at least two.
- _____(10)_____(11)

As you travel through the mountains of this mighty province, you are delighted to spot a Giant Panda. You interview some of the local people and learn about many of the factors threatening this gentle giant. These human/environment interaction facts are exactly what you are looking for. You quickly record them in your log.

- _____
  _____
  _____
  _____(12)

Your next stop is the city of Chongqing. The largest city in southwest China, it is an important industrial and educational center. China has few environmental standards, making Chongqing one of the most

- _____(13) cities in the world.

You are barely able to see to navigate you raft out of Chongqing as you float on to the famous Three Gorges location at 31 N 111 E. Put a star on your map of china at this point.

- (14) Using your research material on the Three Gorges Dam project, you quickly write a letter explaining the pro's and con's of this project and send it off to your expedition sponsor. Just for safety you keep a copy in your journal.
- _____
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  _____
  _____(15-18)

After leaving the Three Gorges site, you arrive in Wuhan, the capitol of

- _____(19)province. Anxious to arrive at your destination you record the distance left on your trip to the sea.
- _____(20)

You take time to record your thoughts and dine on some of the common food staples of this region. You guessed it, your keeping track of your diet.

- _____ _____(21)

Time is growing short as you leave Wuhan Your next city will be your last before reaching the ocean. Record it and prepare to reach salt water._____(22)

Thanks to your expert navigation you have arrived three days early and decide to head for Shanghai. You finish your journal with some of the sights and sounds of this great city.

- _____
_____
_____
_